Consideration of Special Factors:

Does the student require assistive technology devices or services?

What does the law say?

- ☼ IDEA 2004 & Section 504

  - ☼ 34 CFR 300.324 2v- Consider whether the child needs assistive technology devices or services.

•**Assistive Technology Device**
Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customize, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

•**Assistive Technology Service**
Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

AT must be considered for each student when developing an IEP.

Disability as defined by ADAAA

- ✿ Regulatory Definition -- A physical or mental impairment means

- ✿ (1) [a]ny physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin, and endocrine; or

- ✿ (2) [a]ny mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Substantially limits one or more major life function

✿ "functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working."

✿ "other major life activities include, but are not limited to, sitting, standing, lifting, [and] reaching."

✿ Mental and emotional processes such as thinking, concentrating, and interacting with others are other examples of major life activities.

"Considered"

- Dictionary. com "thought about or decided upon with care"

- Merriam-Webster "matured by extended deliberative thought

- Reverso "A **considered** opinion or act is the result of careful thought.

How do we presently "consider" AT?

What should consideration look like at an IEP?

- ✿ We consider the students progress

- ✿ Everyone has input

  - ✿ including the student and parent

- ✿ We have thoughtful discussion

  - ✿ what the student can do?

  - ✿ what the student needs to do?

- ✿ It is more than checking the box

The Box

- Does the student require assistive technology devices or services?

- Yes

- No

- Both answers should be supported by data.

- A consistent plan that is data driven is needed.

QIAT-Quality Indicators for Assistive Technology

✧ IEP Team the has the knowledge & skills to make informed decisions.

✧ A continuum of AT devices & services is explored.

✧ IEP Team uses a good team process to make decisions.

✧ Decisions are made based upon IEP goals & objectives

✧ Determination of need is based on data about the student, environments & tasks

✧ Decisions & supporting data are documented

✧ Team decisions are made in compliance with Federal and State statutes.

What can be done to prepare for AT consideration

✧ Review IEP

✧ Review Goals & Progress

✧ Suggest team members who should be present and have their input available

Consideration Team

☼ At least one member needs to be someone who understands Assistive Technology.

    ☼ Must consider how the student will access the AT

    ☼ Explore a wide range AT

☼ Who? Depends on goals being addressed. Need an administrator who can approve the purchase of tools and services. What specialist would be involved?

Where to start

☼ The least complex solution that will remove the barriers to achievement should be the first consideration.

☼ Focus on the least restrictive solution from which meaningful benefit can be derived.

Low to High

- ✿ No Tech Solution: Refers to a change in environment, ex. seating.

- ✿ Low Tech: Tools & items that are simple have or have no electrical parts, ex. study carol

- ✿ Mid Tech: Simple battery opperated item that require minimal training.

- ✿ High Tech: Things with motors or multiple electronic parts. Usually requires a lot of training support.

5 step process

- Review Present Level of Academic and Functional Performance

- Develop annual Goals

- Identify the tasks necessary to accomplish the goals.

- Determine the difficulties of the student tasks or the barriers to success.

- Identify appropriate supports and services including AT

- Options: Forms available to consider AT: SETT, WATI, TEST

  - SETT- Student, Environment, Tasks, Tools

  - WATI-Wisconsin Assistive Technology Initiative

  - TEST-Task, Environment, Skills, Tools

Accessible Technology Assessment: Student, Environment, Tasks and Tools (SETT)

Student: **School:**   **Grade:**

Team participants: names and titles

Phone Number: **Case Manager:**   **Date:**

School Administrator: **Special Ed Cluster Supervisor:**

STUDENT: What are the student's strengths and needs?	ENVIRONMENT: Classes and situations where help is needed?	TASKS: What are the tasks that the student needs to be able to accomplish to meet IEP goals?	TOOLS: What AT or services will address these tasks?

Trial Period recommended?   No _____   Yes _____   If yes, complete and attach Trial Period Plan form.

Accessible Technology Trial Period Plan

Student:

School:

Planning Date:

Grade:

Team participants:

AT on trial to accomplish the above goal	Environments for the AT trial	Dates	Diagnostic Question *What question are you trying to answer during this trial period?* *What data will support your answer?*	Effectiveness *To be completed at the end of trial period by designated staff.* *Attach work samples or pre- and post-trial data sheets.*
		Date to begin: End date:		

By agreeing to a trial period, school staff is committing to:

- Training as needed, using the tools and strategies agreed upon
- Documenting the trial effectiveness within 2 weeks of the trial conclusion
- Conveying the trial results and documentation to the student's family and folder.
- Obtaining the tools that have demonstrated effectiveness.

Staff responsible for follow-up to parent:
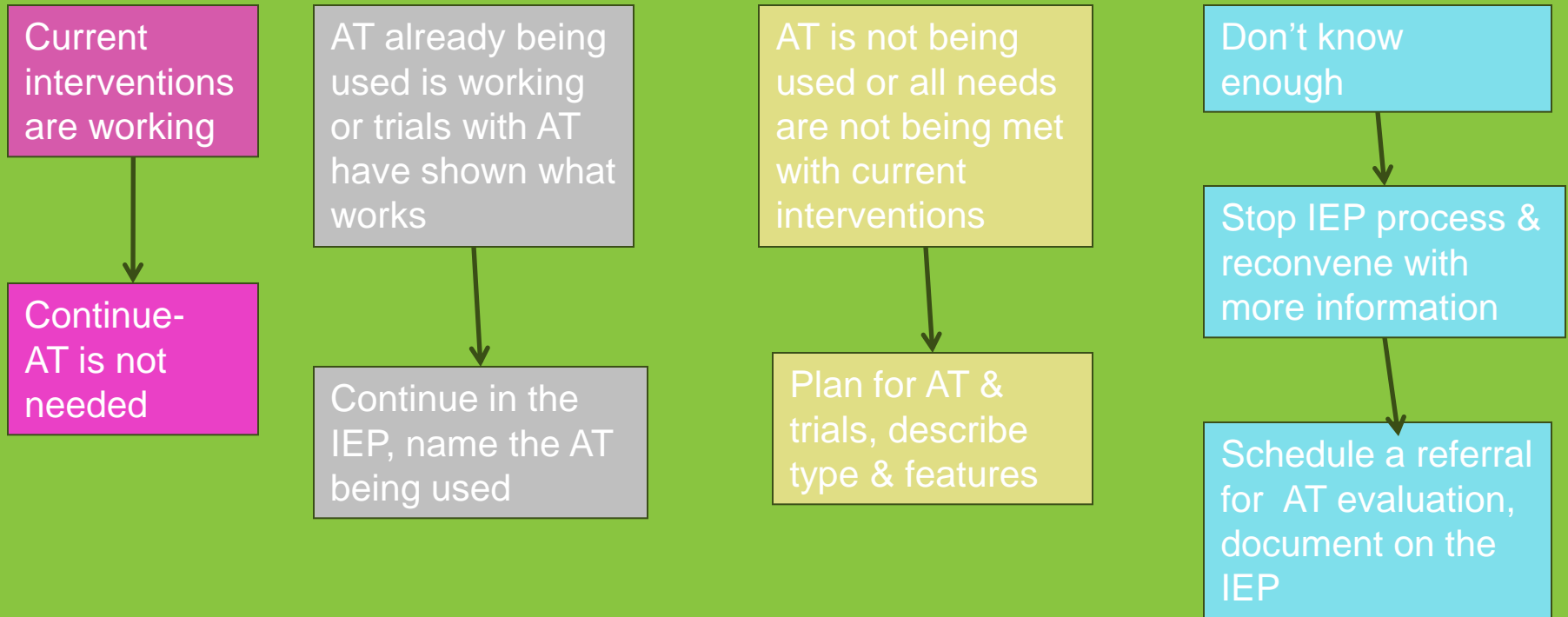
Date for follow-up completion:

To Do at the IEP

☼ Trying to create a shared group outcome

☼ Write all information provided for all to see

☼ Share roles and responsibilities who will do what by when

☼ Consider the environment, tasks, strengths, and needs

☼ Obtain consensus form all participants before concluding

☼ Follow the plan completely

☼ Follow up on a planned schedule

Four Outcomes

- AT is not required

- AT is required and specific devices are known

- At is required but trials with differnent devices are needed

- More information is needed

  - State AT Network

  - AT Network for online options

IEP Team Decision Making Flowchart

Current interventions are working

↓

Continue- AT is not needed

AT already being used is working or trials with AT have shown what works

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Continue in the IEP, name the AT being used

AT is not being used or all needs are not being met with current interventions

↓

Plan for AT & trials, describe type & features

Don't know enough

↓

Stop IEP process & reconvene with more information

↓

Schedule a referral for AT evaluation, document on the IEP

IEP Team Needs Help!

- ☼ Obtain additional information and assistance

- ☼ Refer for an AT assessment

- ☼ Contact the School District AT Specialist

- ☼ State AT Center- MonTech

- ☼ Web Resources

  - ☼ AT Network

  - ☼ Abledata

  - ☼ Accessible Technology Coalition

Writing At into the IEP

☼ AT can be included in the IEP Goal.

☼ AT can be Specially Designed Instruction (access for writing)

☼ AT can be an Accommodation; include it also then for testing.

☼ AT can be a Related Service as training and support to school staff and the parents.

The use of AT is not a goal in itself.

Goal: Using _____(*student*)will do (*curriculum standard*) ___% accuracy ___/____times as charted by_____

After the meeting, What can I do?

✿ Follow up with Team members regarding completion of their assigned tasks.

   ✿ Gentle reminders

✿ Monitor progress on IEP goals

Productivity with AT can be ascertained in part by asking the following questions:

✿ Is the child more engaged in school tasks with or without the AT?

✿ Does the child spend more time on school tasks with or without the AT?

✿ Does the child produce greater quantities – or a greater quality -- of work using AT?

✿ Are the child's test scores improving? Standardized test scores are one measure of improvement, but are the child's in-class test scores improving from marking period to marking period?

Thanks!

PLUK Theresa Baldry & Roger Holt